



Equal Opportunities Objectives and Public Sector Equalities Duty (including annual priorities)

Reviewed by: Full Governing Body
Ratified on: October 2020
Next review: 2024 (annual update 2021)

A handwritten signature in black ink, appearing to be "R. Karn", written over a horizontal line.

Signed Richard Karn, Chair of Governors

Context

Heathfield Community College serves a large rural catchment area comprising Heathfield and its surrounding villages. Students come to school from a wide variety of home backgrounds although the balance is socio-economically above average. The school serves students who will receive additional support throughout their time with us, as well as students who are likely to complete their education in a leading university department.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as ‘the Act’.

The College fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- In the way it provides education for students.
- In the way it provides students access to any benefit, facility or service.
- By excluding a student or subjecting them to any other detriment.

The responsible body for the College is the governing board or the LA.

The College’s liability not to discriminate, harass or victimise does not end when a student has left the College, but will apply to subsequent actions connected to the previous relationship between College and student.

Principles and aims:

- We believe that all members of our college community are of equal value. This means that high but realistic academic expectations should be applied to each student. This aim is supported by our target setting and tracking processes, as well as our Teaching & Learning policy.
- We monitor and support equality of access to the curriculum intervening proactively when inequalities are considered possible to ensure full understanding and opportunity has been afforded.
- We seek to ensure that students with modest means are not disadvantaged in the academic opportunities available to them. The College has developed a strategy called Closing the Gap to support this objective along with the targeted work and monitoring of engagement in and out of the classroom by the Pupil premium Champion.
- We believe that members of the school should treat each other with care and respect. We seek to encourage positive role modelling from all members of the community. This aim is supported by our Behaviour for Learning Policy, Safeguarding and Child Protection Policy, SEND Policy and information report, Communication Policy, Accessibility Policy statement, the Accessibility Plan and the Pupil Premium Statement.
- We believe that equal opportunities issues should be addressed through a variety of learning mechanisms including the study of literature, both historic and contemporary and that which evidences diversity. There is promotion of multi-cultural understanding through the offering of trips and experiences for the full ability range of students and ensuring students have opportunity to work with a wide range of people.
- We challenge stereotyping through an inclusive culture and ethos and explicitly through the PHSEe and tutorial curriculum and the monitoring of differences in academic performance.
- We promote religious understanding through the celebration of major festivals and related use of assemblies and through Religious Education and PSHEe.
- We encourage the involvement of all members of our local community to make use of our education and recreational resources.
- We monitor equal opportunities issues and perceptions of issues using parent, student and staff surveys. Any incidences involving prejudice of any kind are logged and appropriate action is taken. This is monitored and reported through leadership structures.
- We are also committed to ensuring equal opportunities for all applicants for teaching and non-teaching posts at Heathfield Community College in accordance with the HR and pay policies. The College will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.
- We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

We recognise and accept our duties and responsibilities to eliminate discrimination and promote equality, including the requirement to involve the whole school community in the process in order to ensure better outcomes for all.

Our statutory duties are contained within:

- The Equalities Act 2010 (including the DFE 2014 updated guidance related to pregnancy status and gender reassignment)
- Equality Act 2006 (which introduced the gender equality duty)
- Race Relations (amendment) Act 2000
- Disability Discrimination Act 2005
- Education and Inspections Act 2006
- Education and Inspection Act 2006 (which introduced the Community Cohesion duty)

Equality Objectives

In order to fulfil its equality commitments, the College reviews all feedback and data annually to determine the objectives appropriate. For 2020-21 these are as follows:

	Objective	Achieved through
1.	We have high expectations of the wider provision for all students and will carry out regular reviews of the engagement of all students/groups of students and intervene where appropriate to ensure inclusivity of opportunity and take up, with specific reference to disadvantaged students.	Registers for all after-school clubs and activities. Access to in school wider-curriculum activities and academic intervention activities. Regular audit termly with proactive advance intervention for enrichment activities. 2020-21 focus on tracking engagement of wider groups.
2.	We have high expectations for all students and will ensure we provide appropriate intervention and support for all students who are at risk of underachieving, especially in the light of diagnostic evaluation of the impact of lockdown.	Diagnostic assessments and Dept. Intervention strategies, Closing the Gap and Intervention Protocols 2020
3.	We have high expectations for the curriculum entitlement of all students and will ensure that all students have access to a broad and challenging provision that is suitable for them.	Heathfield Curriculum model and associated CEIAG, tutor and HoY, careers support.
4	To ensure inclusivity and improve outcomes for students in recognised vulnerable groups through the Accessible Curriculum Strategy and Closing the Gap strategy.	Learning Support monitoring and support, staff training and intervention in line with Closing the Gap
5	To provide enhanced continued professional learning to staff related to equality issues (with specific reference to racial equality)	College CPL plan, SENDco training. Curriculum analysis and review at a subject level.
6	To review the access to all areas of the College site for those with sensory needs, specifically visual impairments.	Accessibility plans for specific needs developed and implemented through Welfare Office, Learning Support and Premises
7	Review practises and procedures to support students with complex medical conditions and all students with medical needs.	Audit and review of IHPs for all students and the roles and responsibilities of all involved. Development of physiotherapy provision for a student with Cerebral Palsy is taking place during 20/21. This has included the purchase of a mobile hoist will require staff training.
8	To audit cultural diversity awareness across the College and ensure there is high staff and student engagement with culturally diverse activities.	Audit Cultural calendar, tutor curriculum and super curriculum engagement and intervene as described above. Continue work achieved in 2019-20 to widen the cultural content of the programme
9	To continue to challenge gender stereotypes and promote diversity	Through the cultural calendar, wider curriculum activities, role modelling and outcomes of student voice.
10	To ensure greater equality of gender outcomes	Continue to work on the teaching and learning that leads to greater outcomes for boys (although currently achieving well above national)

Monitoring and Review

The Headteacher will review these objectives annually and ensure that all procedures are up to date and effective.

The progress towards the annual Equality Objectives will be reported to The FGP governing committee as part of the HR suite of policies. Issues arising may be referred to other committees as relevant.

Any changes and updates to the policy will be communicated to College staff in the context of their relevant roles.

Review of Objectives 2019-20

Objectives	Review
<p>1. We have high expectations of the wider provision for all students and will carry out regular reviews of the engagement of all students and intervene where appropriate to ensure inclusivity of opportunity and take up.</p>	<ul style="list-style-type: none"> • The attendance gap between pupil premium and non-pupil premium at the end of term 6 2019 was 3%, in March 2020 it was 2.54% significantly below national. • The 2019 gap between pupil premium and non-pupil premium children on behaviour measures was 2.7% (7.8% FTE PPI vs 4.3% Non-PPI) For 2020: The gap between pupil premium and non-pupil premium children on behaviour measures was 2.0% (3.4% FTE PPI vs 1.7% Non-PPI). • 2017-2019 60% of student engagement in student leadership and clubs/activities. PP engagement inline or above. 2019-20 data shows concurrent pattern continuing. • 2019 BAME 7% of cohort. 2019-20 7% of students engaging in clubs were identified as BAME. • Engagement in clubs by gender for 2019-20 Sept-March: 56.8% female to 43.2% male • Collapsed Days for all
<p>2. We have high expectations for all students and will ensure we provide appropriate intervention and support for all students who are at risk of underachieving.</p>	<ul style="list-style-type: none"> • 2019 PP attainment and progress in all measures was significantly above national average, PP gap was in line with national average. • Both boys and girls achieved well above national averages at KS4 and KS5. The gender gap has been closing in the last 2 years • SEND students (2%) performed in-line with all students nationally.
<p>3. We have high expectations for the curriculum entitlement of all students and will ensure that all students have access to a broad and challenging provision that is suitable for them</p>	<ul style="list-style-type: none"> • 2019 EBacc entry across school 65% - above national average • PP EBacc entry 37.5% - well above national average • 50% students in KS4 study Technology, 80% study an Arts subject • Wider-curriculum expectations are for all students and engagements are tracked, PP engagement in line with non-PP students.
<p>4. To ensure inclusivity and improve outcomes for students in recognised vulnerable groups through the Accessible Curriculum Strategy and Closing the Gap strategy.</p>	<ul style="list-style-type: none"> • SEND students performed in-line with all students nationally in 2019 and historically have performed in line with or better than all students nationally. • Accessible Curriculum Quality Assurance provides evidence that teaching staff identify those with SEND and make reasonable adjustments to learning and the classroom environment. • All students are offered a full, broad and balanced curriculum
<p>5. To provide enhanced continued professional learning to staff related to equality issues.</p>	<ul style="list-style-type: none"> • Morning CPL briefing for all staff - Effective Whole School SEND Provision (Nov 2019) led by BUR • Online SEND CPL and reading materials for all staff (during lockdown Term 6) - Dyslexia, ASD, ADHD and Visual Impairment • SENDCo attendance to HUB and County meetings - regular updates
<p>6. To review the access to all areas of the College site for wheelchair users and those with sensory needs.</p>	<ul style="list-style-type: none"> • Professional advice was sought to support reasonable adjustments for wheel chair access. This is reviewed and maintained through the accessibility plan.

	<ul style="list-style-type: none"> The site has been evaluated for access for those with significant visual impairments. Reasonable adjustments were made to the site in the summer of 2020, these will be updated and reviewed throughout 20/21 as the students' progress through year 7 and more is understood about their needs. Professionals from the sensory needs service visit regularly to support this process.
7. Review practises and procedures to support students with complex medical conditions	<ul style="list-style-type: none"> Health Care plans reviewed Risk assessments reviewed College practice for dealing with emergencies reviewed
8. To audit cultural diversity awareness across the College and ensure there is high staff and student engagement with culturally diverse activities.	<ul style="list-style-type: none"> Cultural calendar audited and reviewed 2019-20, adjusted to include classical music, art and wider enriching curriculum focus delivered to all students through assembly and tutor time PP students supported to attend Uganda trip in Feb 2020, support and teaching staff attended.
9. To continue to challenge gender stereotypes and promote diversity	<ul style="list-style-type: none"> Evidenced through the content for the Cultural calendar, tutor time programme and assembly themes PE audit of changing room displays and what sports are covered. PSHEe curriculum in y7 when we learn about puberty and address gender stereotypes and gender identity 2019-20 moved away from having a Head Boy and Head Girl to Lead Team Boys as a focus in positive images of reading around College: it was a focus in the promo videos EVA masterminded for virtual events last month. As diversity includes race the work History has covered for Black History Month in Super Curricular? BLM discussion led by BLW during Lockdown.
10. To ensure greater equality of gender outcomes.	<ul style="list-style-type: none"> 2019 boys' outcomes, as in previous years well above national averages at GCSE. Gender gap closing significantly from 2018. Trend continued in CAGs 2020.

Reviewed: